

Core Question 3: Is the organization effective and well run?

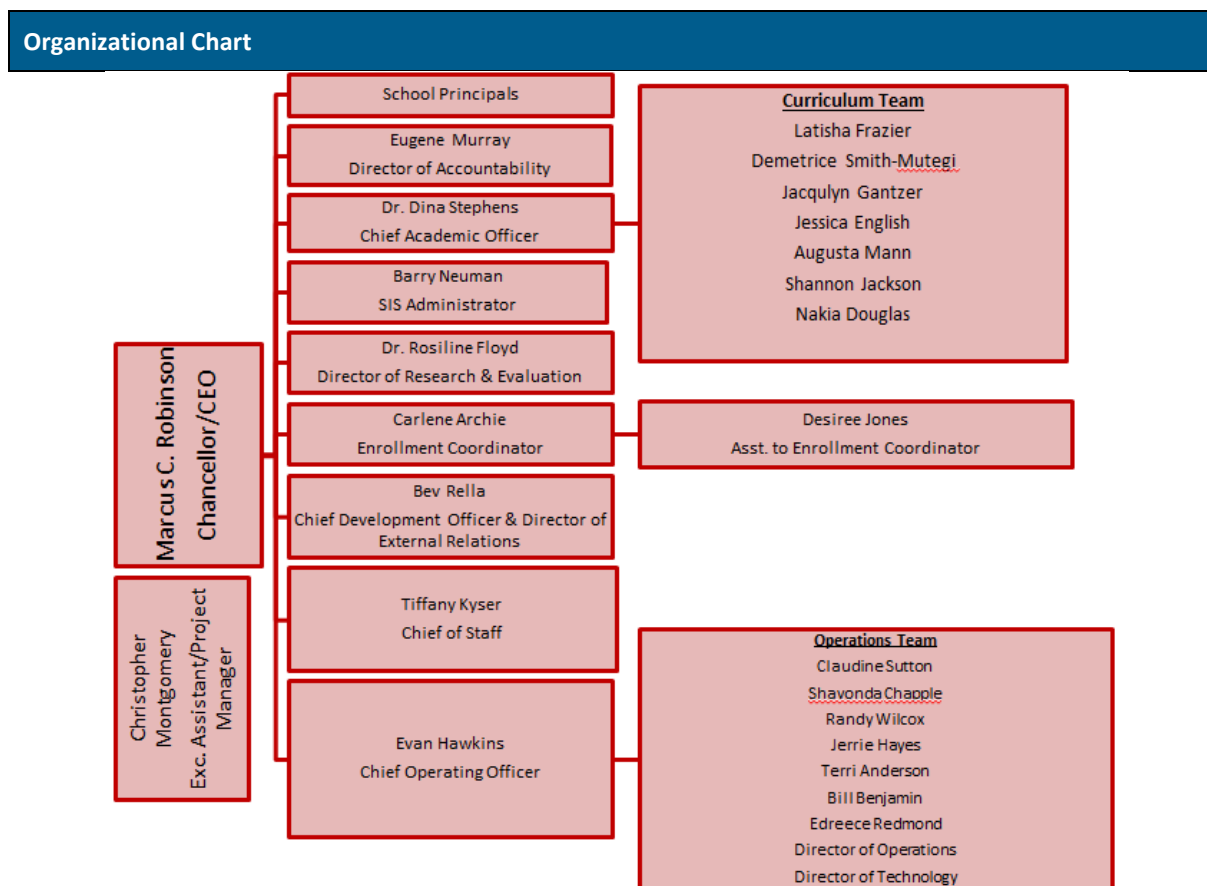
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS						
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						AS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						AS

Tindley Renaissance Academy (TRA) is part of the Tindley Accelerated Schools (Tindley) network, which oversees four schools in Indianapolis. Tindley opened its flagship school in 2004 and has since built a robust network leadership team that includes a Chancellor and Chief Executive Officer, a Chief Academic Officer, and a Chief Operating Officer. The network leadership team, along with network support staff, supports the schools in areas such as curriculum and instruction, professional development, reporting, financial

management, human resources, and technology. Members of the network leadership team all demonstrate sufficient academic and operational expertise. The Principal at TRA previously served several years as a teacher and Director of Music with the network. 2013-2014 was his first year as an administrator and he is currently working towards his school administrator's license. While leadership at the network remained stable, the TRA school leadership team did experience some turnover and transitions throughout the year.

In order to allow the Principal to focus on internal communications and daily operations, the network staff managed the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners. The network staff has worked over the years to develop many local and national partnerships to gain funding, develop programming, and support the schools. While the Principal did not regularly attend monthly board meetings, the Chancellor attended and provided network updates. No specific method of reporting on school performance was required during board meetings. Thus, the updates did not follow a consistent structure and tended to primarily be focused on fundraising, general organizational strategy, and major school events.



The Tindley network utilized an extensive system of data analysis and provided TRA with tools and training to systematically collect and analyze student data to set goals and inform academic programming. The school utilized flexible student groupings and focused literacy instruction to meet a diverse range of student needs. While the school enrolled students at various incoming levels of academic performance, the low proficiency on TRA's 2013-2014 ISTEP+ and NWEA MAP results demonstrate the continuing need for improved interventions. The Principal at TRA is still developing his academic data analysis and school leadership skills and will benefit from continued support and guidance from the network staff. Overall, due to the principal's limited experience and turnover at the school, TRA is approaching standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	DNMS						
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						DNMS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, the Director of Operations was primarily responsible for submitting compliance documents to the Mayor's Office (OEI). Documents such as employee spreadsheets, board meeting minutes, and quarterly reports were frequently submitted late. At the close of the 2013-2014 school year, there were still outstanding documents that had not been submitted.

TRA maintained compliance with all material sections of its charter and submitted amendments as necessary. Network and school staff members were consistently actively engaged in meetings with OEI and maintained sufficient communication with OEI between scheduled meetings. However, due to the significant concerns with reporting, TRA **does not meet standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						AS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors for Tindley is active, experienced, and provides competent oversight for the four schools. The board is comprised of individuals with experience in finance, education, law, social services, business, and community engagement.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the mission of Tindley, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college. As the network has expanded, board members frequently discussed and debated the most effective manner to do so without compromising services to current students. Recognizing the high demand for Tindley, they frequently weighed the desire to serve more students with the constraints of limited resources. The board was very active in the community and worked to secure financial resources to support Tindley's expansion and the implementation of mission-aligned programs.

The primary communication and collaboration between the board and network staff occurred during board meetings. The majority of discussions revolved around expansion and focused more on strategy and policy than on school-level academics and operations. With the quickly expanding network, finances became a concern during the 2013-2014 school year, but these concerns were not prioritized in a manner that allowed for effective management.

Skill Sets Represented on Board

Legal



Business



Finance



Education



Community



Board Overview

The Charter for Accelerated Learning, Inc. holds the charter for Tindley Renaissance Academy.

13

Members

majority

Required for Quorum

The Tindley board meets monthly.

The Tindley board currently holds charters for five schools in Indianapolis: The Charles A. Tindley Accelerated School, Tindley Preparatory Academy, Tindley Renaissance Academy, Tindley Collegiate Academy, and Tindley Summit Academy.

Regarding governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held monthly and while the board regularly met quorum, attendance was often low with an average of 6 out of 13 directors absent at each meeting. However, due to the consistent leadership and stewardship of the board of directors, TRA is meeting standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	DNMS						
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						DNMS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						DNMS

During the 2013-2014 school year, the Tindley board primarily communicated and collaborated with the network leadership team during monthly board meetings. Since the network team provided support in the areas of academics, operations, finances, human resources, and reporting, the Chancellor was able to provide up to date information at relevant times throughout the year.

The Principal at TRA received an extensive and thorough evaluation at the close of the 2013-2014 school year. However, at the close of the year, the board had not yet implemented a formal method of evaluating the Chancellor or other members of the network leadership team. While the board did provide some informal feedback throughout the year and guided the Chancellor to focus on specific priorities, the lack of a formalized evaluation system inhibited it from setting clear goals and determining progress throughout the year. Additionally, the board has not developed a system for setting board goals or assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness at the close of the year.

In all observed meetings and interactions, the board and network staff all exhibited professional and respectful conduct, indicating a shared commitment to the school's mission. The board provided a significant amount of autonomy to the Chancellor and the network leadership team to use their expertise to make school-level decisions. While the board and network team has managed a great deal of success in several areas, one area of concern for the past year was finances. On OEI's 2012-2013 performance evaluation, Tindley was *approaching standard* for financial health and continued to exhibit financial concerns for the 2013-2014 year. With the amount of financial expertise on the board, there was an opportunity to take a more active role in financial oversight to ensure the long-term sustainability of the network. The lack of active oversight led to significant financial concerns arising in the spring and summer of 2014 – concerns that may have been mitigated had the board taken an active role earlier.

The Tindley board has created a positive and collaborative working relationship with the network leadership team. However, there are several opportunities to implement monitoring and evaluation policies and procedures to continue increasing the effectiveness of the network and schools. For these reasons, TRA does not meet standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, TRA's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. While the school underwent construction throughout the year, staff ensured the proper safety precautions were put in place at all times. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of TRA's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is meeting standard for this indicator for 2013-14.